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ABSTRACT

This outline indicates some of the special problems of deaf learners in the context of instructional design variables in eight areas: learner variables, language and communication, content, evaluation, teaching learning strategies, instructional materials, pilot testing, and future trends. Included are recommendations, alternatives designed to meet the special needs, and a list of six organizations useful as resources for materials and services. (JVP)

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INSTRUCTIONAL DEVELOPMENT:

CONSIDERING THE DEAF LEARNER

Paper presented as part of the

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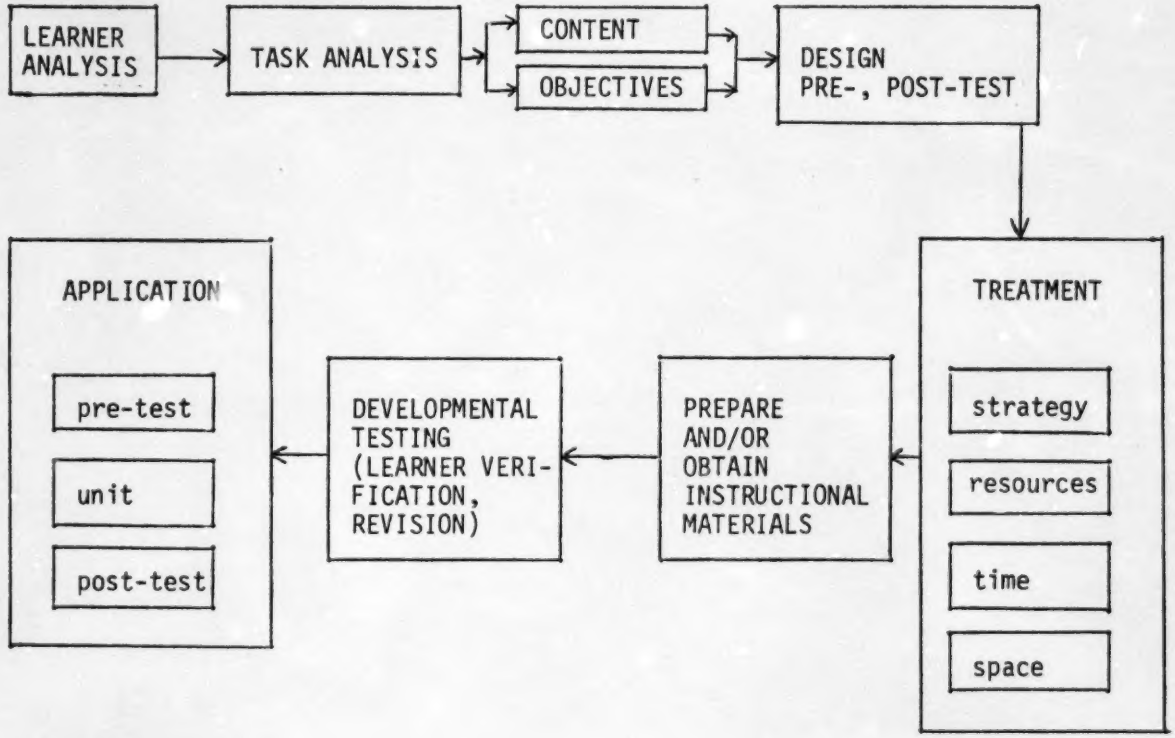
Instructional Development: Considering the Deaf Learner

An Instructional Development Process



[1]

[The following outline--through section VII--elaborates on sections of the process above. It touches on components of the process where differences or key information should be pointed out. One section--Language and Communication (II.)--has been added due to its importance and because it transcends other parts of the process with respect to deaf learners.]

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[1]These functions--evaluation, revision, analysis, decision--occur throughout the process.

I LEARNER VARIABLES

A. Verbal skills

B. Amount of incidental learning

C. Entry behaviors (For example, some students know sign language; others do not.)

D. The amount of hearing loss and what students actually hear

II. LANGUAGE AND COMMUNICATION

A. Language problems seem to surface most frequently in reading and writing.

B. Students may take things literally. Some sentence structures and "voices" (e.g., passive) tend to cause problems. With its slang, symbolism, idioms and forms of "word play," the English language can be difficult for the deaf person.

C. Communication with and among the deaf

1. An Abbreviated Sign Language Continuum

American Sign Language (ASL)	Pidgin Sign English	Manual English

2. ASL is the fourth most-used language in the United States.

3. Fingerspelling

4. Cued Speech

5. Philosophies

a. Oral

b. Simultaneous

c. Total

III. CONTENT

A. Need to consider intricate, multi-faceted language processing:

1. Signing

2. Writing

3. Reading

4. Sound (for those with residual hearing)

5. What it is (realia, picture)

B. Sometimes have to allow time for two visual elements to be absorbed (e.g., a picture and caption).

C. Materials can be broken into small components with frequent exercises--even just writing down vocabulary. (An approach, not the approach.)

D. Incidental learning should not be taken for granted. Indicates a strong need for pre-testing--evaluating entry behavior as well as content.

E. Time: As with any attempt to individualize instruction, realize that students learn at different rates of speed.

IV. EVALUATION

A. Be aware of language difficulties and allow for them in tests.

B. Like instructional materials, visuals perhaps should be used to a greater degree than often used with hearing populations.

C. Learning assessment methods should be varied and not limited to paper-pencil techniques.

V. STRATEGY (Teaching/Learning)

A. Important to determine entry behaviors and what to do about them. Example: "Technology Today."

B. Generally, the more visuals used, the better. (For example, students may not know what "hammer" means unless they see a picture of one with the word. The reverse may apply, too.)

C. Use of captioned non-print media. Several philosophies, approaches. Extensive coordinated research now underway.

D. Extensive practice, student involvement, hands-on.

E. Frequent self-evaluation.

F. Distinguish between individualized learning and individualized materials. Example: "Interaction."

VI. OBTAIN INSTRUCTIONAL MATERIALS

A. Consider options of:

1. Buying
2. Adapting
3. Developing new materials from scratch

B. Problems with some commercially available materials.

VII. DEVELOPMENTAL TESTING (pilot testing; learner verification and revision)

A. Try out materials with learners who don't have the knowledge taught in the materials.

B. Obtain answers to questions which will specifically help the materials' revision.

* * * * * *

VIII. FUTURE TRENDS

A. Improved technology and increased knowledge on its use

1. Computer-assisted instruction (CAI); e.g., TICCIT (Time-shared Interactive Computer Controlled Instructional Television)

2. Videodisc

B. Captioning of television programs

C. Concentrated, orchestrated research efforts regarding language problems

IX. HELPERS

The following organizations are resources for materials and services:

A. Gallaudet College

1. Division of Public Services

a. Office of Curriculum Development and Research
Gallaudet College
Division of Public Services
Kendall Green, N.E.
Washington, D.C. 20002
(202) 447-0626, 447-0575

b. Ed Franklin, Director
Gallaudet College - JCCC
Mid-Central Regional Extension Center
Johnson County Community College
College Blvd. at Quivira Road
Overland Park, KS 66210
(913) 888-8500

** Services five states: Iowa, Kansas, Missouri Nebraska, Oklahoma.

2. Dr. Norma Clark, Outreach
Pre-College Programs
Gallaudet College
Kendall Green, N.E.
Washington, D.C. 20002
(202) 447-0497

B. National Information Center for Educational Media (NICEM)
University of Southern California
University Park
Los Angeles, CA 90007

C. Media Development Project for the Hearing Impaired (MDPHI)
The University of Nebraska
Barkley Memorial Center - 318
Lincoln, NB 68583
(402) 472-2141

D. National Center, Educational Media and Materials for the Handicapped (NCEMMH)
The Ohio State University
365 Argo Hall
1945 North High Street
Columbus, OH 43210

E. National Technical Institute for the Deaf (NTID)
One Lomb Memorial Drive
Rochester, NY 14623

F. St. Paul Technical Vocational Institute
235 Marshall Avenue
St. Paul, MN 55102